# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Central Focus

a. Describe the central focus and purpose of the language and content (subject matter) you will teach in the learning segment.

[ ]

b. Given the central focus, describe how the ELPD standards, content standards, and learning objectives within your learning segment address students’ development **of English language proficiency and content for each competency that applies:**

* Grammatical competence—the ability to use correct vocabulary and sentence structures
* Discourse competence—the ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview)
* Pragmatic competence—the ability to use language appropriately in communication based on the context and the relationship between the speaker and writer and the listener and reader
* Metalinguistic competence—knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them

[ ]

c. Explain how your plans **build on each other and make connections** between language competencies (listed above) and content to support students’ English language development in two or more of the four modalities (speaking, listening, reading, writing).

[ ]

## 2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about **your** students **with respect to the central focus** of the learning segment.

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

[ ]

b. Personal, cultural, and community assets related to the central focus—**What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?**

[ ]

## 3. Supporting Students’ English Language and Content Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition, use principles from research and/or theory relevant to ELL education to support your justifications.**

a. Justify how your understanding of your students’ prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction. Be explicit about the connections between the language tasks and students’ prior academic learning, their assets, and research/theory.

[ ]

b. Justify how the demands of content guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction.

[ ]

c. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]

## 4. Supporting English Language Development in the Content Areas

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify **one** language function essential for students to engage in the content-area learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Analyze | Argue | Categorize | Compare/contrast | Describe | Explain |
| Interpret | Persuade | Predict | Question | Retell | Summarize |

[ ]

b. Identify a key language task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

[ ]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following language demands (written or oral) associated with the content area students need to understand and/or use:

* Vocabulary and/or key phrases
* **Plus** one or more of the following:
* Grammatical competence
* Discourse competence
* Pragmatic competence
* Metalinguistic competence

[ ]

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

* Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (vocabulary and/or key phrases, function, grammatical competence, discourse competence, pragmatic competence, or metalinguistic competence).

[ ]

## 5. Monitoring Student Development of English Language and Content

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of students’ development of English language proficiency within content-based instruction **throughout** the learning segment.

[ ]

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of English language proficiency within content-based instruction.

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]